

Peculiarities of Phonemic Perception of Pre-School Uzbek Children

Mukarram Ayupova

*PhD, Professor of Tashkent State Pedagogical University,
Tashkent, Uzbekistan*



Abstract – *The article reveals the peculiarities of phonematic perception of Uzbek speaking pre-school children according to the received results from the experimental research.*

Keywords – *Phonematic Perception, Phonemic Audition, Speech Impairments, Differentiation of Phonemes, Acoustic Differentiation, Motor Differentiation, Development, Audition.*

Children with good phonemic perception speak clearly, as they clearly perceive all the sounds of our speech. At the same time, children with an underdeveloped phonemic perception suffer from not only sound pronunciation, but also speech understanding, since they cannot separate phonemes that are close in sound and the words with these phonemes sound the same for them. The correct development of phonemic perception and phonemic audition is the basis of the acquisition of reading and writing skills.

Phonemic perceptions are mental actions to determine the sound composition of a word and distinguish phonemes.

The child's mastery of a sounding speech was analyzed by A.N. Gvozdev. He believed that the child distinguishes speech sounds from other sound stimuli, that accurate auditory representations become a regulator for the development of phonetic elements in his own pronunciation. The child's auditory representations develop sufficiently by the age of two. By this age, he hears and distinguishes by ear all the sounds of speech. A.N. Gvozdev considered this fact as the main determiner of the children phonemic audition formation level.

V.I. Beltyukov adheres to the same opinion. In his "Map of the development of the phonemic audition of a child", the laws of the development of children's ability to distinguish between sound groups of a language and individual sounds are revealed. His data show that by the age of two children differentiate all speech sounds, even those that are close in acoustic sound. The author concludes that by the age of two, the phonemic audition of children reaches a high degree of formation.

According to A.N. Kornev, the process of formation of phonemic perception goes through six stages:

- 1) The pre-phonemic stage is determined by the complete absence of active speech capabilities, understanding of speech and differentiation of sounds of surrounding speech;
- 2) The initial stage of perception of phonemes: in contrast to the phonemes that are acoustically closest in differential characteristics, phonemes do not differ;
- 3) Children begin to hear sounds in accordance with their phonemic indicators; the child can distinguish

between incorrect and correct pronunciation, however, incorrectly spoken words are not yet fully mastered;

- 4) At this stage, the milestones of the phonemic perception of the child are not yet stable, the correct images of the sound of phonemes prevail in perception;
- 5) The development of the phonemic perception of the child ends at this stage: the child utters and hears correctly, which means that the wrong words are pushed aside;
- 6) At the last stage, the child is already aware of the sound side of the segments and words.

Thus, we found out that the phonemic perception consists in identifying, distinguishing and highlighting phonemes. From the very first days of birth, the baby can distinguish sounds by timbre and pitch. It is formed in a place with the general development of the child gradually and is not an innate ability.

Researchers interpret the concepts of “phonemic representation” and “phonemic perception” as identical, specially raised in a child, subtle phonemic differences and special actions aimed at mastering by children the action of sound analysis of the word and the analysis of their own speech. This content differs from that which is terminologically expressed as phonemic audition.

We will consider the sound-distinctive capabilities of preschool children and the formation of phonemic perception as a sensory function. It seems important to us to interpret phonemic perception (phonemic representations) in two ways: as an ability to differentiate speech sounds brought up in the practice of communication and learning, and as the formation of special actions aimed at the ability to analyze the sound composition of speech.

Many researchers on children's speech development (G.M. Lyamina, A.N. Gvozdev, A.R. Luria, A.F. Zaitseva and others) argue that the underdevelopment of phonemic audition inhibits the process of sound formation in children: sounds are formed with a long delay and often distorted. The issue of the formation of phonemic audition arises when impairments of the speech development are observed.

The authors indicate that while working at the correction of pre-school children pronunciation, it is necessary to rely on auditory perception. Researchers reveal the ways of formation of phonemic perception, assigning a decisive role

to targeted training of various types of sound analysis and synthesis, differentiation of sounds.

Further in our study, we identified and analyzed the main components of the phonemic perception of senior preschool children, as we focused on this age children.

The results of our research of phonemic perception showed that the preschool age Uzbek children had significant difficulties in differentiating phonemes. The nature and severity of these difficulties depended on the articulatory and acoustic properties of sounds, their positional and combinatorial conditions in the speech material proposed for analysis.

In total 270 preschool age Uzbek children were examined. Of these, 112 children (41.5%) are with underdeveloped pronunciation, 112 children were with underdeveloped phonemic perception. From 158 children in the older group with normal speech were found 67 children (42.4%) with insufficient phonemic perception, 94 children out of 112 senior preschool age found it difficult to complete tasks for repeating a series of syllables with articulary similar sounds that children pronounced correctly in isolation [sa:-ja:], [ja:-sa:], [sa:-za:], [za:-sa:], [ja:-za:], [za:-ja:]. Children found it difficult to differentiate words and syllable series, there were noted distortions of the word structure.

There were revealed violations of auditory and pronunciation differentiation in children (for example, the sound “s” was mixed in pronunciation with the sound [j]). In these cases, the children did not distinguish hearing words, the sound structure of the syllabic row was distorted. When performing the experimental task, only 19 children repeated the syllables correctly. 65 children out of 112 correctly repeated the ranks of syllables with a change in the vowel [ma:-mo:-mi:-mu:]; Violations were observed during the reproduction of this syllable in 47 of 112 children.

When playing back series of syllables with sounds similar in place of formation and acoustically close sounds [d-t, b-p, z-s, ʒ-ʃ], 83 out of 112 children experienced replacements and rearrangements of sounds. Voiced sounds were replaced by deaf, affricated by their componential sounds. In children, the fuzziness of auditory-pronouncing images and phonemic ideas about defective sounds was observed. When repeating unfamiliar words and syllable series, including close sounds, we noticed replacements and rearrangements of phonemically similar sounds.

When examining the differentiation by ear of syllables and words that include the consonants [ʃ], the Uzbek children showed a clear predominance of incorrect answers.

The survey results showed that the differentiation of articulatory and acoustically close sounds is unstable and the phonemic idea of similar sounds is vague in Uzbek children of older preschool age.

The definition of a vowel among other sounds was the easiest for Uzbek children of senior preschool age, 68 people correctly performed these tasks, and 44 children incorrectly.

Recognizing sound in a word from a picture: 48 children completed the task correctly, 64 children completed it with errors.

The results of the examination of phonemic perception, presented in the table, give reason to say that it is not formed in many preschool age Uzbek children.

group	Number of children with sound pronunciation impairment	Suggested tasks	Of them	
			correct	incorrect
Senior group	112	a) recognizing the sound among sounds: - the vowel sound [ɑ:] among other sounds - the consonant sound [ʃ] among other sounds	44	68
			33	79
		b) repeating after the speech therapist with the change of vowels [mɑ:-mɔ:-mi:-mu:] - with the change of syllabic combination included in the same sound group [sɑ:-za:], [la:-ra:], [ʃɑ:-ʒɑ:]	65	47
			18	94
		б) distinguishing the words close in sound combination, but different in meaning	9	103
		г) selection of picture according to the words	48	64

The lack of formation of phonemic perception in senior preschool age Uzbek children was regarded by us as significant, since there were difficulties in distinguishing words with correct and distorted sound pronunciation. The degree of difficulty was determined by the nature of the syllabic structure of the presented words. The greatest difficulties were caused by tasks for distinguishing words that differ in only one sound. When completing this task, 103 out of 112 children did not complete the task and only 9 children completed correctly.

Underdevelopment of phonemic perception in senior preschool age Uzbek children was manifested:

- The fuzziness of distinguishing and recognizing phonemic series of syllables and words similar in sound structure;

- The incompleteness of the process of differentiation of sounds, especially sounds that differ in subtle acoustic and articulatory features.
- Thus, the analysis of materials obtained during the experimental study of the state of phonemic perception in preschool age Uzbek children, revealed a number of common phenomena for the Russian and Uzbek languages and highlighted some specific features:
- Uzbek children, like children speaking other languages, have impaired sound pronunciation and phonemic perception, the data coincide with the opinion of a number of researchers, which indicates the presence of a common pattern in the nature of speech impairments of children speaking different languages;
- A large number of replacements of hissing, whistling sounds can be explained by the difficulties of acoustic or motor differentiation of sounds, the difficulties of

auditory discrimination of these sounds. The acoustic proximity of sounds has a great influence on the process of assimilation of sound pronunciation and phonemic perception by Uzbek children.

REFERENCES

- [1] Ayupova, M.Yu. Logopediya. - Tashkent: Uzbekistan National Philosophers Society Press, 2011.
- [2] Ayupova M.Yu. Overcoming the phonetic-phonemic insufficiency in Uzbek children of preschool age. Abstract of the dissertation of the candidate of pedagogical science: 13.00.03. Moscow 1992.
- [3] Корнев А.Н. Подготовка к обучению грамоте детей с нарушением речи [Preparation to teaching literacy the children with speech impairment: Methodological manual]. - Moscow: Айрис – пресс, 2006. – 128 p.
- [4] Fomicheva M.F. Raising correct pronunciation in children: A manual for a speech therapist and caregiver. the garden.M.: Publishing house "Institute of practical psychology"; Voronezh: NPO MODEK, 1997